3. Provide evidence of the program's effectiveness in increasing student achievement.

During the 2003-2004 school year, we administered the Kaufman Test of Educational Achievement (KTEA), a nationally recognized, norm-referenced test that is used widely to determine student's proficiency in the areas of math, reading and spelling. All students receiving supplemental services were pre-tested and those who completed our program were post-tested. Last year we had a 86% completion rate among NCLB enrollees. Our benchmark for measuring improvement was at 30 hours of instruction. In many areas, we provide more than 30 hours of instruction depending on local LEA contract. As a result, these results can be expected to be even better the more hours of instruction a child receives. All of these students were low-income, underachieving students. **With just 30 hours of instruction, students advanced an average of: Six months in overall grade level proficiency skills, Nine months in math proficiency, Five months in reading proficiency, Five months in spelling proficiency.**

But the benefits of A to Z In-Home Tutoring go far beyond improvement on proficiency tests. Parents tell us time and time again how much their child has benefited overall from having an A to Z Tutor. Not only have classroom grades improved, but also attitudes, behavior, attendance, self-esteem and other less-tangible factors. To measure these results, we randomly selected a sample group of 200 families (10% of total families served) whose children had received 30 or more hours of tutoring in either the NCLB supplemental services program or our social services programs in Tennessee and Mississippi (same socio-economic demographic as NCLB). These families were asked to complete a survey that measured many of the areas listed above. The results are as follows: **Grades improved 79.52%, Attitude improved 79.10%, Self-Esteem improved to 69.15% , Behavior improved 87.88% , Attendance improved 107.69% , Future Goals increased 93.10% .**

Over the past three years we have demonstrated that our one-on-one in-home tutoring program transcends state lines. Our results listed above are a cross section of results in several states. Additionally, of the schools we provided supplemental services to last year, 62% made AYP for the first time in years and 25% made significant enough AYP that they came off the school improvement list all together. We have not been provided the specific state standardized testing performance of the students we tutored by the LEAs we served (and probably will not be given that data); but anecdotally, many principals have told us that they feel our program was one of the keys to success with their lowest achieving students. In the future, we will use the Incentive Publications Pretest to show growth through skills acquisition as well as the KTEA measurement that we have used in years past.

Mode of Instructional Delivery and Rationale:
All A to Z In-Home Tutoring is conducted **one-on-one and in the student's home** unless a school has a unique need that requires small group, after school tutoring. In our years of experience of working with low-income students and families, we have learned that the easier it is to access services, the more likely those services will be used by the family. Staying after school or traveling across town is not always possible for families that are transportation challenged. Additionally, online or software based instruction may not be appropriate for a child who does not own a computer or lacks the self-discipline to pursue such a program.

Our one-on-one approach allows us to tailor programs for each child. It individualizes tutoring so that precious time and resources are not wasted on instructional content that is already understood by a child. Additionally, one-on-one tutoring allows for intensive mentoring with children and gives each the full attention of their instructor. Student's learn better and faster when their teacher is directly working with them on the core skills the child needs to succeed.

Research Supporting A to Z In-Home Tutoring Approach:
In her study of the effectiveness of tutorial strategies, Swanson (1990) found that the "contingent condition" for tutoring (where tutoring was individualized for the student) was far more effective than other strategies tested, especially for "less able" students. A to Z's tutoring is based upon this model. Students are interviewed to assess their needs and personality, and then tutors are chosen that best match the characteristics of the student. Tutoring then continually focuses on the needs of the student, and will change and adapt whenever warranted.

A brief review of available research yielded an overwhelming amount of research providing evidence that A to Z programs (tutoring) have a positive impact on student achievement. The following excerpts demonstrate the research basis for that claim:

> "The educational literature on tutoring programs indicates definite and positive effects on the academic performance in attitudes of those who receive tutoring. Such students outperform their peers on examinations, and they express more positive attitudes towards the subjects in which they are tutored" (Cohen, 1981).
>
> "Analysis of outcomes of using tutoring services found that students most often earned passing grades in the course for which they received tutoring and their academic performance correlated positively with frequency of tutoring attendance" (Hudson, 1988).
>
> "In six of the studies examined in this review, posttest achievement scores for tutored pupils were found to be, in statistical terms, significantly superior to scores of control groups" (Rosenshine et al., 1969).

Weinsheimer's work (1998) effectively summarized much of the available research on the effectiveness of tutoring, stating "...tutoring has earned credibility as an academic intervention because it actively involves students in their learning [and] the more time and effort students invest in the learning process, the greater will be their personal growth and academic achievement".

Regarding the impact of A to Z-like programs have low-income or underachieving students, Pringle et al. (1993) found that assistance and mentoring (a.k.a. tutoring) "can accrue benefits to disadvantaged secondary school students in two important areas: academic achievement and social integration". It is these areas that Title I assistance is designed to have the most positive impact, and that A to Z programs are focused on addressing.

It stands to reason that when a child is allowed to proceed at their own pace, without the distractions of other students in the classroom, they generally are able to concentrate, comprehend and retain information much more effectively. However, more than being simply reasonable, this is born out by the research of Swanson (1990), Christenson, et al. (1987), and Lewis, et al. (1995). All of these authors demonstrate empirical rationale behind the methods and strategies used by A to Z tutors. The primary tool used by A to Z tutors is direct instruction in a

one-on-one environment. Lewis, et al, (1995) directly supports this approach "Direct instruction has emerged as an effective strategy for teaching basic academic skills". *Please see the works cited section at the end of this narrative.*

Reading and Language Arts instruction focuses on the National Reading Panel's five strands of phonemic awareness, fluency, vocabulary, phonics instruction and comprehension. Teaching strategies include but are not limited to: manipulating phonemes, guided oral reading, print and oral vocabulary, repetition and multiple exposure to vocabulary words, systematic synthetic phonics instruction, rhyming exercises, question answering, story structure and summarization.

Math instruction seeks to blend the following math strands in an integrated and coherent approach: Understanding, Computing, Applying, Reasoning and Engaging. All A to Z In-Home Tutoring is direct instruction based. All teaching is organized around all the strands of mathematical proficiency using an integrated, coherent approach. Our tutors use multiple representations of mathematical ideas to support understanding rather than conventional computation-oriented curriculum. Our math worksheets emphasize conceptual understanding and expand the range of mathematical topics include in the curriculum beyond just arithmetic drills. Teachers use multiple representations of mathematical ideas to support understanding, focus on non-routine problems to strengthen application of concepts, emphasize multiple solutions to problems to develop computing fluency, and always discuss the logic behind explored alternative solutions or meanings of mathematical procedures or results.

4. Describe evaluation, monitoring for effectiveness and communication process.

a. Describe how the program will be monitored for effectiveness.

Locally, a tutor is supervised and mentored by a lead tutor, normally a very experienced and senior teacher in the local school district. The lead tutors also serve as tutor recruiters, represent our company at parent fairs, serve as quality control coordinators and liaisons to the local schools. Tutors and lead tutors are supervised by a fulltime A to Z program coordinator who monitors weekly tutoring by reviewing weekly reports, making phone calls to parents and students, building personnel and others. These program coordinators are responsible for tutor assignment and overall program monitoring in a local area. Program Coordinators work from home offices or the Nashville corporate office and are supervised by Operations Managers, typically state supervisors and experienced educators. They handle client complaints or any other problems that need management level attention. They managers are also the stopping point for all billing and contractual interactions with LEAs. Operations Managers are located in the corporate office and are supervised by the Director of School Programs – a senior educator. This division level executive reports directly to the owners of the company.

b. Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.

A to Z tutors are directed to download specific worksheets and evaluative tools from our website to measure the progress of students. An example of one of these worksheets, entitled "Statistics and Graphing" is included for your review. Additionally, a post-test is administered once tutoring hours have been completed to assess overall growth. Monitoring is conducted through a